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OT 501 Survey of Biblical Hebrew

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OT501 – Survey of Biblical Hebrew – (3 hours)

July 2003

(T, W, R, F // 1-3:50PM // SH408)

Enrollment Limit: 35

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Please note that this syllabus is subject to revision by the professor.

A word about intensive language courses:

All language courses are demanding. Intensive term language courses are *especially demanding*. It is expected that you will spend 2-3 hours out of class for every hour that you spend in class. Considering that we are in class for 3 hours a day (four days a week) this means that you will be spending 9-12 a day (four days a week) in Hebrew study (counting in-class time). Please make an honest assessment of whether you can give the class this type of commitment. If you cannot, *please* reconsider taking this course in an intensive term. Falling behind in an intensive language course is like bungee jumping without attaching the cord to your ankle!

The upside to the intensive courses (yes, there is an upside, believe it or not!) is that you are able to focus your attention on a single subject with great intensity. You will be learning at an accelerated rate, which is an immensely rewarding experience. You will see growth and improvement of your skills in a matter of days, not weeks like a regular session course.

1. Course Description

This course introduces students to Biblical Hebrew for purposes of exegetical work in pastoral ministry. Particular emphasis is given to the fundamentals of Biblical Hebrew and basic exegetical tools, including types of parsing aids especially suited for pastoral use.

2. Course Objectives

Having successfully completed this course, students will be able to:

- 2.1. analyze Biblical Hebrew words through the use of elementary phonology,
- 2.2. determine the range of grammatical functions and choose the most appropriate one(s) by observing word formation (morphology),
- 2.3. interpret the interrelations of Hebrew words (syntax),
- 2.4. identify the use and significance of basic grammatical constructions.
- 2.5. benefit from the use of standard lexical and reference grammars.

3. Course Requirements & Comments

3.1. A critical element of language study is attendance. Faithful attendance is expected.

3.2. Students will *daily* receive assignments (exercises from the textbook and worksheet handouts) to complete before the next session. Full completion of assignments is essential in order to obtain the learning goals of this course. Students should be prepared to discuss the assigned exercises by the beginning of following class period. The instructor will collect the assignments after each session. Feel free to collaborate with others on these assignments, but be sure that all work submitted is your own.

3.3 In an intensive course, late work is simply not an option. **Late work will receive no credit unless special arrangements are made with the instructor.**

3.4 In the event of an emergency, it is the student's responsibility to notify the instructor as soon as possible. Absences or work submitted late will be considered unexcused if no notice is given.

3.5 There will be 13 quizzes during the term (see **Course Outline** below) and one exam. Most of the quizzes will be take-home, closed book, closed notes. Some of the quizzes will be in-class vocab quizzes (these are boldfaced in the **Course Outline** below). The take-home quizzes will include vocabulary, listed in Seow, as well as certain grammatical issues covered in class. Take-home quizzes are due the next class day. The lowest quiz will be dropped.

3.6. Final Exam will consist of two parts: 1) an in-class exam on **August 1st** and 2) a grammar analysis due on **August 4th**. Students with an average of 95% or higher prior to the final exam may elect not to take the *in-class* exam. If the class average is 95% or higher, the entire class will be exempt from the *in-class* exam.

3.7 Asbury Seminary has a chapter of Eta Beta Rho (HBR or **rb**[]) a national Hebrew honor society. Students who earn a grade of "B" or higher in OT 501 and one subsequent ATS course requiring Hebrew will be eligible and encouraged to seek membership in the society.

3.8 *Feedback*: The faculty of Asbury Theological Seminary is committed to providing "timely and substantive feedback." According to Seminary policy, the expectation of "timely feedback" is met when students have their work marked, graded, and returned within one week of its submission. This policy is based upon a regular semester, not an intensive term. The equivalent return time for an intensive course would be returning the papers the next day. The professor will try to meet this expectation, though this may not always be possible. The expectation of "substantive" feedback is met when students receive responses that alert them to what they have done well and how they might improve their performance in subsequent work.

3.9 *Incompletes*: Asbury Theological Seminary's policy on incomplete work may be found in the *2001-2003 Asbury Theological Seminary Catalog*, p. 29. In brief, the only justifiable reason for an incomplete is an "unavoidable emergency, which does not include delinquency or attending to church work or other employment."

4. Texts & Software

4.1 Required texts [abbreviations in brackets, cf. **Course Outline** below]

- Arnold, Bill T. and John H. Choi. *A Guide to Biblical Hebrew Syntax*. Cambridge: Cambridge University Press. Forthcoming. **[GBHS]** – in packet form at bookstore.
- Elliger, K., and W. Rudolph. *Biblia Hebraica Stuttgartensia*. Stuttgart: Deutsche Bibelgesellschaft, 1967-77. **[BHS]**
- Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Grand Rapids, Mich.: Eerdmans, 1971. **[HALOT]**
- Scott, William R. *A Simplified Guide to BHS*. Berkley, Calif.: BIBAL, 1987. **[SG]**
- Seow, C. L. *A Grammar for Biblical Hebrew*. Rev. ed. Nashville: Abingdon, 1995. **[Seow]**

4.2 Optional texts

- Brown, Francis, S. R. Driver, and Charles A. Briggs. *A Hebrew and English Lexicon of the Old Testament*. Oxford: Oxford, 1907; reprint, Peabody, Mass.: Hendrickson, 1979.
- An acceptable substitute for Holladay above. For those going on to OT502, this lexicon might be preferable.
 - The lexicon of choice for nearly 100 years. Still useful, though out-dated in some respects.
 - Arranges words on by their root, instead of in strict alphabetical order (thus making it more difficult for the beginning student to use).
- Chisholm, Robert. *From Exegesis to Exposition: A Practical Guide to Using Biblical Hebrew*. Grand Rapids: Baker, 1998. **[FEE]**
- We will have some readings from this text.
 - Helps to make the move from reading Biblical Hebrew to preaching, teaching, etc.
- Long, Gary A. *Grammatical Concepts 101 for Biblical Hebrew*. Peabody, Mass.: Hendrickson, 2002.
- Introduces Hebrew concepts by first introducing the concept in English.

4.3 Recommended software

- BibleWorks 5.0. Hermenueitika, Big Fork, Mont. (available in the Library)
- A powerful and flexible biblical language software program.
 - Equipped with parsing tools, lexicons and other resources.
- Hebrew Tutor*. Parsons Technology.
- A first year course in Biblical Hebrew Course with interactive features.
 - Provides practice drills and exercises and pronounces Hebrew words.

5. Student Evaluation

5.1. Exercises	20%
5.2. Worksheets	25%
5.3. Quizzes	25%
5.4. Final Examination (8/1/03)	10%
5.5. Grammar Analysis (Due: 8/4/03)	20%

6. Letter Grade/Percentage Standard (See 2001-2003 Asbury Theological Seminary Catalog, p. 28, for a description of letter grades [e.g., what is a “B”?]):

A	95 – 100%	C	73 – 76.9%
A-	90 – 94.9%	C-	70 – 72.9%
B+	87 – 89.9%	D+	67 – 69.9%
B	83 – 86.9%	D	63 – 66.9%
B-	80 – 82.9%	D-	60 – 62.9%
C+	77 – 79.9%	F	Below 60

7. Course Outline

Date	Topics	Quizzes*	Homework	Reading
Jul 8 th	<ul style="list-style-type: none"> ➤ Introduction ➤ The Alphabet ➤ The writing system ➤ Dagesh and begadkepat letters ➤ Introduction to final assignment. ➤ <i>Concept Sheet</i> (posted in course center) 		Seow, 1.b.c.	<u>Seow</u> , Lesson 1 <u>GBHS</u> , 1.0
Jul 9 th	<ul style="list-style-type: none"> ➤ Simple vowels, stress, and accents ➤ Vowel markers and the Sheva ➤ Syllabification 	Quiz #1 Due – Alphabet	Seow, 2.a(odd).b (odd).	<u>Seow</u> , Lesson 2
Jul 10 th	<ul style="list-style-type: none"> ➤ Nouns ➤ Word patterns (geminate, segholate, prefixed, etc.) ➤ Hebrew roots and patterns 	Quiz #2 Due – Lesson 2 Quiz #3 – Vocab [2]	Seow 3a(even).b(odd).; 4.a.	<u>Seow</u> , Lessons 3-5 (skim 4&5); <u>GBHS</u> , 2.0; 2.1
Jul 11 th	<ul style="list-style-type: none"> ➤ Introduction to Holladay and BDB Lexica ➤ Definite article ➤ Prepositions and simple conjunctions 	Quiz #4 Due – Lessons 3-5 [3 & 4].	Seow 6.c(odd).; Prepositions Worksheet; HALOT Worksheet. (nouns)	<u>Seow</u> , Lesson 6; <u>GBHS</u> , 2.6; 4.1.5, 9, 10; 4.3.3
Jul 15 th	<ul style="list-style-type: none"> ➤ The Adjective ➤ Reading Markers & Pausal Forms 	Quiz #5 – Vocab [5 & 6]	Seow 7.b(odd).; Adjective Worksheet	<u>Seow</u> , Lesson 7; Exc.B; <u>GBHS</u> , 2.4; 2.5; 2.5.1-3 <u>SG</u> , pp. 3-5; 25-27

Jul 16 th	<ul style="list-style-type: none"> ➤ The Qal participle ➤ Introduction to all the verbal derived stems in general ➤ Nomenclature for the Stems ➤ Uses of the Qal and Niphal 	Quiz #6 Due – Adjective [7].	Seow, 8.d (odd).; Niphal Worksheet	<u>Seow</u> , Lesson 8; <u>Excursus C GBHS</u> , 3.0; 3.1; 3.1.1-2; 3.4.3
Jul 17 th	<ul style="list-style-type: none"> ➤ Independent Personal Pronouns ➤ Suffixed pronouns ➤ Uses of the Piel, Pual, Hithpael 	Quiz #7 Due – Benyanim & Participle [8]	Seow, 9.d (odd).; Factitive Worksheet.	<u>Seow</u> , Lesson 9 <u>GBHS</u> , 2:3; 3.1.3-5; 4.5.
Jul 18 th	<ul style="list-style-type: none"> ➤ Demonstratives ➤ Relative clauses ➤ Interrogative clauses, exclamations and emphatic questions ➤ Uses of the Hiphil, Hophal 	Quiz #8 Due – Pronoun & Participle [9]	Seow, 10.b (#s TBA); Causative Worksheet	<u>Seow</u> , Lesson 10 <u>GBHS</u> , 3.1.6-7; 4.3.4; 4.4; 5.2.13; 5.3.1
Jul 22 nd	<ul style="list-style-type: none"> ➤ The Construct Chain ➤ The Superlative ➤ Nouns with pronominal suffixes 	Quiz #9 Due – Demonstrative [10]	Seow, 11.c & 12.c (#s TBA); Genitive Relationship Worksheet	<u>Seow</u> , Lessons 11 & 12; <u>GBHS</u> , 2.2; 2.5.4.
Jul 23 rd	<ul style="list-style-type: none"> ➤ Introduction to “aspect” in the Hebrew verb ➤ The Qal perfect (forms & uses) ➤ Poetic Hebrew 	Quiz #10 Due – Construct [11 & 12]	Seow, 13b (odd); Perfect Worksheet	<u>Seow</u> , Lesson 13; <u>Excursus E</u> ; <u>GBHS</u> , 3.2; 3.2.1; 5.1.2.
Jul 24 th	<ul style="list-style-type: none"> ➤ The Qal perfect of weak roots ➤ Stative verbs ➤ The Exegetical Process 	Quiz #11 Due – Perfect Aspect [13]	Seow, 14.c. (odd); HALOT Worksheet (verb)	<u>Seow</u> , Lesson 14; <u>Excursus F</u>
Jul 25 th	<ul style="list-style-type: none"> ➤ Imperfect aspect – forms and uses. ➤ Volitionals ➤ <i>Bible Works</i> Presentation 	Quiz #12 – Vocab [14]	Imperfect Worksheet	<u>Seow</u> , Lesson 18 <u>GBHS</u> , 3.2.2; 3.3; 3.3.1-3
Jul 29 th	<ul style="list-style-type: none"> ➤ Preterite ➤ Waw-consecutives ➤ Narrative discourse patterns 	Quiz #13 – Imperfect Aspect – [18]	<u>Grammar Analysis Due</u>	<u>Seow</u> , Lesson 20 <u>GBHS</u> , 3.5; 3.5.1-4
Jul 30 th	<ul style="list-style-type: none"> ➤ Qal Infinitive Absolute ➤ Qal Infinitive Construct ➤ Word Study Methodology 		Word Study Worksheet	<u>Seow</u> , sections of chps 22 & 23 <u>FEE</u> , ch. 4 (pp. 31-56) <u>GBHS</u> , 3.4; 3.4.1-2
Jul 31 st	<ul style="list-style-type: none"> ➤ Orientation to BHS ➤ Masora ➤ Text-Criticism & BHS ➤ Secondary Resources 			<u>SG</u> : chps. 1-4. <u>FEE</u> , pp. 19-21 (and 1 example from pp 21-29)
Aug 1 st	In-class Final.			

* Note that in-class quizzes are in bold. The numbers in brackets represent the lesson(s) in Seow from which vocabulary will be taken for the quiz.